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ABSTRACT

This paper describes the University of Northern Colorado's Secondary Professional Teacher Education Program (PTEP), which involves a partnership with seven local area high schools and places approximately 200 secondary teacher candidates each semester in these schools. The program brings together university faculty members from the Colleges of Education and Arts and Sciences and teachers from the high schools to relay the content, knowledge, and experiences that the preservice teachers need. The Secondary PTEP is a four-phase program that offers early and advanced field experiences, experiences with secondary curriculum content, and experiences with various secondary teaching strategies within partner school classrooms. Each phase of the program includes coursework, field experiences, and seminars taken concurrently. This paper provides details about the earliest phases of the program and content knowledge from the university perspective, then discusses the early phases and professional content from the school perspective. It explores the values of the program in the latter phases from the school perspective and from the university perspective, focusing on content, teaching methods, and field experiences. (SM)

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The Shared Vision and Practice of a University/School Partnership

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Introduction and Overview

Fritz Fischer

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Prior to 1996, UNC's Secondary Teacher Education Program mirrored a more traditional approach to preparing secondary teachers. In this model, teacher candidates completed a variety of education courses and a clinical practicum experience prior to a 15 week student teaching experience. As such, field experiences were completed late, education courses were not necessarily aligned with the field experiences, and faculty from the Colleges for Education, Arts & Sciences, and local area high schools did not necessarily work together.

The program was redesigned and retitled as the Secondary Professional Teacher Education Program, or the Secondary PTEP, which began as a pilot during the 1995-1996 academic year at one local area high school. Currently, the Secondary PTEP is in partnership with seven local area high schools and places approximately 200 Secondary Teacher Candidates across all phases of the program each semester in these schools. Thus, a major feature of the Secondary PTEP is the number of local area high schools that are in partnership with the program. Many of the university/school partnerships described in the educational literature appear to be very limited in size and limited in the number of high schools in partnership with a university for teacher preparation.

Another major feature of UNC's Secondary university/school partnership model of teacher preparation is that the program now brings together university faculty members from the Colleges of Education and Arts & Sciences and teachers from seven local high schools to deliver the content, knowledge, and experiences that the Secondary teacher candidates need. University faculty from the Colleges of Education and Arts & Sciences work together on UNC Partner School Faculty Teams that are assigned to each Partner School. Each faculty team oversees the field experiences of the teacher candidates assigned to their Partner Schoo and works with the designated school site coordinator and the classroom teachers at their assigned school.

UNC's Secondary PTEP is a four phase program that provides teacher candidates with early field experiences and advanced field experiences with secondary adolescents, experiences with secondary curriculum content, and experiences with various secondary teaching strategies within partner school classrooms. Each phase of the program consists of course work, field experiences, and seminars that are taken concurrently. When compared to the previous "traditional" secondary teacher preparation program, where classroom experiences were minimal and course work was taken more sporadically, teacher candidates in the redesigned Secondary PTEP enter their teaching careers better grounded in content because of the extensive amount of classroom and school experiences they receive during the program, as well as course work that is now aligned and completed during each

phase of the program.

Within each Phase, teacher candidates are required to complete seminars that support the field experiences and the program standards. The Secondary PTEP program standards have been developed based on the five Colorado State Standards for Teacher Licensure. In Phases I, II, and III the seminar hours are broken into joint seminars (seminars that include all of the teacher candidates from the first three phases completing field experiences at the teacher candidate's Partner School) and specialty seminars (seminars designed to present relevant and current knowledge and skills in the development of the teacher candidates' role as a teacher). All of these seminars allow for the efficient transfer of content knowledge to the students. In these seminars, University and secondary school teachers provide this content to the students who have chosen the seminar, thus targeting the content to those most in need. The nature of the specialty seminars of the program represents a marked achievement of success in strengthening the collaborative nature of UNC's secondary university/school partnership, and provides a venue of simultaneous renewal opportunities for university and school faculty associated with the program

The Secondary PTEP has received a supportive reception from those associated with the program. For example, in a 1998 external program review/evaluation of the Secondary PTEP, program constituents feel that "the STEP's program's accomplishments outshine its problems" (Bruckerhoff, 1998, p. 17) and that the "STEP program is poised for success" (Bruckerhoff, 1998, p.2). In this report, secondary school teachers and administrators indicated that a substantive effort has been made at UNC to redesign the Secondary program as a means of providing a more meaningful introduction to the rigors, commitments, and ideals of teaching. These professional educators "held strong convictions that the more real world classroom experience received by the new recruits to teaching, the better it will be for their ultimate decision to pursue a career in teaching and for the overall development of the teaching profession itself" (Bruckerhoff, 1998, p.4).

Our panel today includes a variety of different participants in this partnership program to provide you with a more in-depth idea of what we do and why we think it is an effective program. First, Professor David Cole from the UNC Department of Geography will provide some more detail about the earliest phases of the program from the university perspective. Next, Chris Ingram--the Assistant Principal at one of our partner schools, Roosevelt High School-- will discuss the early phases of the program from the school perspective. Then Marla Anderson, Social Studies Teacher at another school in the program, Greeley West High School, will explore the values of the program in the latter phases from the school perspective. Finally, I will conclude the panel with a brief discussion of the final phases from the university perspective.

Content Knowledge and the College of Arts & Sciences

David Cole, Professor and Chair, Department of Geography
University of Northern Colorado

Students at UNC must demonstrate proficiency in knowledge of content, one of the seven program standards in the secondary teacher education program. In most secondary programs, the acquisition of content knowledge logically would be associated with the College of Arts & Sciences. In our university content knowledge also is provided by the College of Visual and Performing Arts, since Theatre Arts is a secondary licensure area in Colorado. However, in some universities with which I am familiar, initial licensure programs are associated with graduate programs only, and the role of Arts & Sciences is minimized or at least ill-defined. The assumption about the locus of content knowledge in A&S is accurate at Northern Colorado, but perhaps in a unique way, and is not the sole responsibility of the college. Our partnership schools and the College of Education also have responsibilities in this area as you will hear from other colleagues on this panel.

Students must declare a content major before beginning the professional teacher education program. They must choose from among thirteen majors in A&S or theatre arts in PVA. These majors all lead to one of the licensure areas sanctioned in Colorado. Some are broad field licensure areas, such as science and social studies, therefore, one of several majors may be chosen to attain the licensure goal. For example, a prospective science teacher may major in biology, chemistry, physics, or earth science. In addition to history and geography, prospective social studies teachers may choose a multidisciplinary social science major. An education major is not permitted in Colorado, so each content major leading to licensure must insure that the student gets the breadth and depth of content knowledge to become a successful teacher.

A somewhat unique feature of Northern Colorado's program is that the content methods courses are taught by faculty in Arts & Sciences. Each department in A&S that has a major that leads to secondary licensure has at least one faculty member who is a content educator. A content educator is a person with a terminal degree in the discipline, but who has significant education, training, and experience with K-12 education. The College made a commitment in the late '80s to hire faculty with education and teacher preparation expertise. Some programs have more than one content educator.

It is the content educators who teach the secondary teaching methods courses. This is another example of the strong partnership that exists between the College of Education and A&S. Although the methods courses count as part of the total hours in the PTEP core, they are A&S courses and are taught by A&S faculty. Therefore, content knowledge and the appropriate methodologies needed for teaching that content are merged

into responsibilities of A&S. This process comes from the strong belief in the pedagogical content model of Shulman , that was embraced by UNC faculty in the late 1980s as serious reform in teacher education began at the university. The content of the methods courses is linked to the coursework being taken in the major, and then is linked to the field experience in the partner school. This is done in Phase III of the program when students are doing their "clinical experience" in the schools. They begin to be assessed on their content knowledge and their pedagogical skills as they teach five lessons during this phase. The lessons are assessed by both their host teacher and both of their university partner faculty. This performance assessment is one of the benchmarks of the program that addresses a program standard, Knowledge of Content.

The acquisition and teaching of content knowledge is not, however, the sole responsibility of A&S. Even before many students actually begin taking courses in their majors, they are introduced to the state content standards in their subject area. Usually this is done in the first phase of their program, which begins in their late freshman or early sophomore year. Their first phase course, Conceptions of Schooling, taught by the Foundations faculty in COE, require the students to download their own content standards from the Colorado Department of Education web site as part of their unit on educational reform and the standards movement. In addition, an introduction to content standards is one of the specialty seminars that Phase I students are encouraged to take. Introducing students to their content standards early in their program allows them to use the standards as a silent guide as they progress through their major, reinforcing the major concepts and ideas that they will be responsible for addressing as teachers so that their students may attain proficiency in that subject area.

In addition to coursework in both colleges and field work in the partner schools, students also attend seminars as part of their program. Two types of seminars are required: joint seminars and specialty seminars. Joint seminars provide opportunities for students from the first three phases in each partner school to meet together and are taught by the university's partner faculty team. The seminar provides two important functions. One is to allow cross-program discussion, so that students better understand the progressive nature of the program. A second function is to allow more classroom time devoted to classroom management and portfolio construction. Joint seminars are another place where theory and practice come together. For example, in Phase II of the program, students take courses in educational psychology and special education. Through their seminars, they are given assignments to do in their partner school which are related to the content they are learning in their phase courses on campus. Knowledge from educational psychology and special education is immediately translated into classroom experiences for the students.

Specialty seminars are designed to augment the content, pedagogical and professional knowledge of the students in all phases, including the student teaching phase. These seminars are taught by faculty from both

colleges and by host teachers and site coordinators from our partner schools. From the above mentioned content standards, to needs of special students, to integration of technology, these seminars broaden the knowledge base of the students, and the responsibility for this knowledge is shared among all members of the partnership.

My two colleagues from two of our partner schools will now tell you about how the acquisition and use of content knowledge is a major part of the four field experiences that our students have before completing the secondary teacher education program at UNC.

Professional Content

A Partner School Perspective

Chris Ingram

The role of secondary schools in the development of Teacher Candidates has changed dramatically. Disciplinary content delivered at the University level is continued, and expanded on, by the addition of professional content at the Partnership school. The implementation of early field experience in collaboration with the University and is imperative in the development of preparing a well-rounded Teacher Candidate.

Within the first two phases of the PTEP Program at the University of Northern Colorado, students are involved in coursework, seminars, and field experiences simultaneously. The Partner Schools are responsible for delivering content relevant to all three areas. For example, a student involved in a seminar pertaining to assessment will gain further knowledge in the Partnership school through classroom observation, teacher inservice, and regular meetings with the site coordinator.

In Phase I, the Teacher Candidates are scheduled into classrooms that are not necessarily in their content major. The candidates learn professional content through classroom management, methodology, standards application, and various other strategies from teachers. It is a valuable experience for the Candidates to observe teachers who are not in their content area because they have the opportunity to become familiar with Special Education, English as a Second Language, Physical Education, humanities and other specialty areas. The candidates often complain when first placed by the site coordinator because they are not learning their content major from these teachers. What the Partnership school has found is that these students are more prepared for phase II by having to experience a classroom from another point of view. For example, a Teacher Candidate who has observed content modification in a Special Education classroom will be more familiar with student differences in regard to subject standards and delivery.

Phase I students are also required to perform eight service hours in the Partnership school. These hours include, but are not limited to, tutoring, grading papers, working in the concession stand, helping a coach, or mentoring a student. The Teacher Candidates soon discover that there is much more to the workings of a school than their perception of "teaching". For example, a teacher in one of the local Partnership schools is required to teach six periods, plan one period, sponsor an extra curricular activity or club, chaperone dances and tutor students who request it. The University students often struggle with the extra duties required from secondary faculty. This realization is critical because Teacher Candidates often don't realize that content knowledge is only part of

teaching. Professional content requires the addition of "extra duty" and time.

In Phase II the Teacher Candidates are scheduled into classrooms according to their content major. For example, a Social Science major will be placed in a Geography, Government, History or Social Science classroom. The Partner schools emphasizes the fact that even if the Candidate is a History major, he/she may be asked to observe and teach in a Government class because that is how the real world works. Because the candidates are required to teach two lessons, the host teacher is strongly encouraged to aid the candidate in combining content knowledge and methods, pedagogy and professional content. This is the first time in field placement that the Teacher Candidates have the opportunity to deliver what they have learned through their content classes at the University. The partnership teachers help them integrate discipline knowledge and professional content into appropriate lesson plans. The host teacher also allows the candidate to assess the students using instruments they have studied in their courses at the University.

In Phase II, Teacher Candidates begin to experience their first taste of working directly with Secondary students. They work with students individually or in small groups to assist them in learning the subject matter. This activity is a good experience for the Candidate and for the secondary students. The Candidates recognize student deficiencies and content variables. They begin to understand that students are all at different cognitive levels, and not all students are willing to participate at the same rate. The site coordinator and the host teacher meet with the candidates on a regular basis in order to help the Candidates understand student differences and challenges. By working with students in small groups the Candidate becomes more at ease in the classroom. They are more prepared for the lessons they are required to deliver.

Throughout the partnership, the school district site coordinator and the University faculty meet on a regular basis in order to ensure that the courses and seminars taught at the University are carried over to the Partner school. The site coordinator and the content major faculty observe, document and monitor the progress of the Teacher Candidates. If a candidate is lacking content knowledge. the site coordinator may request that he/she continues to gain proficiency at the University level before being placed at the Partnership school again the following semester.

In conclusion, local school districts have embraced the idea of Partner Schools because of the mutual benefits. Teacher Candidates who graduate from the University of Northern Colorado have the experience in the classroom that other Candidates do not. These graduates are more comfortable in schools, understand secondary students, and relate better to staff. By providing meaningful field experiences in conjunction with the College of Arts and Sciences and the College of Education, the Teacher Candidates are better prepared for the rigors of teaching in the 21st century.

Content, Teaching Methods and Field Experience: The School Perspective

Marla Anderson

Teacher of Social Studies, Greeley West High School

The host teacher in the partnership has a number of roles and responsibilities in the latter phases of the program. The Host Teacher aids the teacher candidate in combining content knowledge and methods, pedagogy, and professional content. In Phase III, the Teacher Candidates continue to be scheduled into a classroom according to their content major. The Teacher Candidates are expected to take responsibility in the following classroom activities: small and large group instruction, lesson preparation and presentation, and student assessment. The Teacher Candidates are required to teach a minimum of 5 lessons, minimum length of 30 minutes, in the licensure content area.

In order to effectively mesh the teacher candidate's lessons with the class content, the host teacher and teacher candidates work together to develop long term plans that meet state standards and provide continuity of course content. The intent is to have the teacher candidate be an integral part of the class. Since the teacher candidate is usually taking the content methods class at the same time they are often able to implement ideas from the methods class in their lessons. Ideally, the teacher candidate and host teacher work as a team, bringing their respective strengths into a collaborative process. This provides both the host teacher and teacher candidate with a mutual feeling of success and commitment. There are content rich activities I would not try without the reliable, responsible assistance of teacher candidates. For example, I recently adapted a cross cultural simulation called BaFaBaFa to my class. Only the assistance of the teacher candidate made this adaptation possible. Another method that worked only with the team approach is a roleplay we developed on President McKinley. The teacher candidates assisted students with research, analysis of information, faction preparation and faction evaluation. One teacher candidate developed a wonderful World War II broadcast project while working in my class, and others have enhanced a Civil War Newspaper project activity that helps students learn Civil War content in depth and breadth.

Having successfully completed Phases I, II, and III, the teacher candidate begins the final phase of their professional training with confidence. They have completed the required classes in their content major. The teacher candidate is familiar with the partnership school, school policies, and personnel. They feel like an integral part of the partnership school and have earned the respect of students. Having attended athletic events, concerts, and a variety of other extracurricular activities, students greet them in the halls during passing periods and at lunch. Being recognized as a credible member of the teaching staff the teacher candidate can focus on the last and most critical phase of their teacher preparation.We can begin almost from the start with designing new and effective teaching strategies. Rather than having to constantly reinvent the wheel; rather than having student teachers become

a burden, their energy and enthusiasm become refreshing and invigorating for a veteran teacher like me. The student teachers have completed their content major, and they bring a wealth of content knowledge to their tasks. They are literally waiting to explode and hence become a consistent source of information about the latest content learned in classes at UNC. Together we review the course outcomes and integrate them with state standards as we determine the content to teach. I bring my experience with effective teaching methodology and they bring their enthusiasm and knowledge of up to date content. Together, we brainstorm on ways to teach the content.

Because of the partnership program, I also feel very comfortable (and my colleagues also feel comfortable) in asking the teacher candidates and student teachers to travel around the department in order to view a variety of teaching strategies. My department encourages teacher candidates to observe teachers of the same class to see a variety of styles, a variety of ways to relate content. The goal is to assist them in developing a delivery system that compliments their personality. Since the teacher candidates feel at ease (know school, etc.) their energy is focused on content delivery/methods rather than merely learning the ropes.

The final payoff is when student teachers develop exciting, innovative instructional strategies on their own. This is a payoff for their own professional advancement; for the secondary students who feed off of this combination of enthusiasm and innovation; and for the host teacher who has become the classic life long learner. For example, this fall our department had two very successful student teachers who were some of the first students to have been through the entire partnership program. They developed a variety of very effective strategies. For example, they developed a strategy to aid in the discussion of the history of ideas called "What is inside their head?" Specifically, they adapted this idea to the study of Gandhi--here is the example (pass out examples). One also developed a skeleton review in order to prepare the students for an assessment on Mexico.(pass out example) For me, as I have said, this is the ultimate pay off of the partnership program, a pay out that has enhanced my life as an educator and that I am sure has helped all of the students involved--both my students at the high school and the students in the UNC partnership program.

Content, Teaching Methods and Field Experience: The University Perspective

Fritz Fischer
Department of History
University of Northern Colorado

My roles in the preparation of secondary social studies teachers are numerous and varied. Professor Cole has already outlined for you a bit of what I do. For example, I am one of those professor's in the College of Arts and Sciences who teach the content methods classes to students in their third phase. The methods course, as I teach it, actually provides a concrete example of how the UNC partnership school program provides a greater opportunity for students to receive practical training in disciplinary and pedagogical content knowledge. In part due to the connections I developed with partner faculty, I decided the best way to teach the history methods class was through the utilization of faculty from the partnership schools. Each week I invite a teacher to present an effective lesson or unit to my students. This gives the students a "real life" example of how to connect rich disciplinary content with exciting, progressive pedagogical content. For example, Marla comes in one class and wows the students with her vast array of student centered projects. Seeing these projects shows the students the depth of disciplinary content involved in a successful project, such as a Civil War newspaper or a map depicting American westward expansion. This is much more effective for teacher candidates than a theoretical and contentless presentation of groupwork from a text on pedagogical methodology.

The UNC partnership provides further opportunities for Arts and Sciences faculty to reinforce both disciplinary and pedagogical content knowledge of our students. As Marla outlined, during the "third phase" of their work, students are assigned to a specific cooperating teacher in a partner school. They are to help with a variety of activities and must teach at least five lessons, at least two of which must be evaluated by UNC faculty. In effect, they are participating in a pre-student teaching program. In this program, Arts and Sciences professors have an early opportunity to work to improve students disciplinary content knowledge. We can identify potential weaknesses and craft plans for improvement before the student begins the more formal and stressful student teaching experience. Just last year, I worked to buoy the confidence of one of my students in this phase. He was very knowledgeable but wasn't comfortable in this fact, and needed the encouragement from an expert in the discipline to boost his confidence.

In the end, he did a fantastic job in his student teaching experience--with Marla Anderson, by the way. Part of our program requires Arts and Sciences professors to observe and evaluate student teachers during their student teaching experience. Actually, this is a more traditional role for Arts and Sciences faculty and predates our

partnership program. But the partnership program provides an opportunity to help train the Arts and Sciences faculty in current pedagogical and professional content. In other words, here is Goodlad's concept of simultaneous renewal in practice. My involvement in the earlier stages of the program helps me do a far superior job in identifying areas for content improvement in my students. One professor, new to the partnership program, insisted that his only role in evaluating a student teacher was to evaluate the disciplinary content delivered by that student. Such a narrow understanding of his role obviously does little to prepare the student in the depth and breadth of different types of content that student teachers must know and be able to do. Disciplinary content must not be separated from pedagogical content--they must move hand in hand. As we have heard Marla discuss, secondary school teachers understand this, but before the partnership neither our students or Arts and Sciences faculty understood the necessity to avoid separating knowledge of content and knowledge about teaching. Our partnership program has helped our Arts and Sciences and Education faculty understand this, an imaginative leap that can only benefit our students.

As Dr. Cole mentioned, at the same time that faculty and students are involved in fieldwork, we are also participating in bi-weekly seminars. During these seminars, faculty work to improve the students' professional and pedagogical content knowledge. These seminars are team taught by faculty from the College of Arts and Sciences and the College of Education. In part, this is due to the fact that most of the Arts and Sciences professors involved in the partnership have concrete experience teaching in the secondary schools and, of course, we are all currently involved in teaching our disciplines at the university level. This allows us to add our practical understanding of the conjunctions between disciplinary ideas and pedagogical theory to the pedagogical and professional insights of College of Education faculty. For example, I can recall one very rich seminar when I presented an impassioned plea for teaching essay writing in a history class and my partner, an educational psychologist, discussed the strengths and weaknesses of my approach from the point of view of someone who had studied assessment throughout her career.

During these joint seminars, we focus on the content of teacher education as expressed in our universities standards for teacher education. The students prepare a portfolio based on these standards and it is in part their performance on this portfolio which determines their ability to move to the next phase of the program. The required format and content of these portfolios was developed and is assessed by the partner faculty, Arts and Sciences and Education faculty alike. Such partnership and collaboration allows for us to teach and asses a wide variety of teacher education content in impressive depth. Most gratifying from my perspective is to analyze the students' understanding of their particular content discipline in the "Knowledge of Content" section of their portfolio. It is illuminating to see how these teacher candidates understand and define their respective disciplines.

For the individual professor, the UNC partnership provides a challenge. The number and variety of tasks involved is mind boggling and more than a little difficult to stuff into the traditional teaching-load model. Yet for an Arts and Sciences professor who really cares about the teaching of his or her discipline, this three way partnership is an ideal model. Most importantly, I believe this model provides a superb method for the dissemination of content knowledge, both the content within my own discipline of history and the more general pedagogical and professional content of teacher education.